

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the research methodology of the present study as an effort to investigate two issues: 1) the students' difficulties in recounting past experience, 2) the possible causes of students' difficulties. Specifically, this chapter covers an explanation of research design to determine the most suitable design conducted in this study to answer research questions, participants of the study as the source of data in this study, sample, data collection to describe techniques in collecting data through particular techniques and data analysis including the description of method used to analyze raw data collected from data collection phase.

3.1 Research Design

This study aims to discover the students' difficulties in recounting past experience based on text organization and linguistic features, and the possible causes of the students' difficulties. In accordance with the purposed research questions, this research employed qualitative approach which settled descriptive case study.

Creswell (2012) asserts that qualitative study is intended to explore phenomenon in which researchers need to learn more from the research participants through exploration. Moreover, Hatch (2002) states that qualitative study is intended to explore reality about human behavior within natural setting and context. A qualitative study does not start with research hypothesis in which there is no interference of control or treatment to the research participant. This kind of research investigates to the phenomenon as it is where the researcher of this study also would like to explore the phenomenon more through the exploration to the research participants.

This study also employs case study as its method which is purposed to give in-depth investigation of a group. Merriam (1998) states that case study is an ideal design to understand and to interpret observation of educational phenomenon. Considering the nature of a case study, the result of this study does not generalize other individuals. However, the results gained from this study still can be useful to propose methods to help other students.

3.2 Research Site

This study was conducted in one private Junior High School in Bandung, West Java. Some reasons of choosing this school is the first one since the topic of the recent research will be examining the students' difficulties in retelling past experience produced by learners who are in the interlanguage stage of second language acquisition development, the choice of Junior High School students as the research participants is considered appropriate. The second reason is regarded to the accessibility for the researcher. Since the school has comfortable distance which can be reached easily from the researcher's home, it makes the researcher easier to cope with administrative matters for conducting research in that school. The third reason is since the researcher conducted an internship (PPL) at that school and he had taught the seventh and eighth grade students of that school. The researcher got the general picture of its students' English fluency. The students still find it difficult to develop ideas and to speak grammatically accurate particularly when they dealt with past verb form. Therefore, the researcher would like to discover the students' difficulties in recounting past experience.

3.3 Research Participants

In this research, nine junior high school students who enrolled in this private school are expected to have similar experience of learning English. The participants will be categorized by classifying their previous score in English with the composition of three high-achievers, three averages and three low-achievers.

According to the curriculum used in that school, seventh grade students have taken skill of recounting past events both in spoken and written forms.

To avoid misunderstanding and to appreciate the anonymity of the participants, the participants in this current research were identified with particular names to represent their classifications, for example S1HA means the first student of high achiever classification, S3MA means the third student of middle achiever, S2LA means the second student of low achiever classification, etc.

3.4 Sample

Sample is the part of characteristics of all data population (Sugiyono, 2013, p.62). Moreover, Frankel, Wallen and Hyun (2000) state that sample is any part of population in which particular information is gained. Since the present study employed qualitative design, the sample in this present study was taken by utilizing purposive sampling technique. Sugiyono (2013) states that purposive sampling is sampling technique based on particular considerations. This kind of technique is more relevant to be utilized in a qualitative study than quantitative.

The samples of this study were the students' story, in which the participants were asked to recount their past events for approximately four minutes and interview results. The interviews were taken as a triangulation phase to answer the third issue related to the possible causes of learners' errors. The seventh grade English teacher was interviewed to reveal his way of teaching English and to discover students' difficulties in speaking during learning activities. One student from each classification were also interviewed to reveal their difficulties in producing utterances using past tense.

3.5 Data Collection

The data collection phases for the students' story were started by choosing nine participants using purposive sampling technique. The participants were classified into three different classification, namely high-achievers, middle and low-achievers. The classification were based on their English score in the mid-test. After that, the participants were asked one by one to retell their experience in visiting a museum. They were asked to retell it for approximately 4 minutes. The researcher recorded the participants' story using multiple recording devices to keep the accuracy in transcribing the story. The recorded data were transcribed by two assessors. The first assessor was the researcher of this present study and the second assessor was a fellow undergraduate student. The researcher chose the second assessor to avoid the subjectivity of the interpretation.

The English grammar teacher and the students interviewed by the researcher to strengthen the idea to answer the second issue regarding the possible causes of learners' errors. The interview between the teacher and the researcher was taken before the students' story was conducted. Meanwhile, the interview between the researcher and the students were conducted right after they had retold their past experience. Below are the list of interview questions for the participants; teacher and students:

Table 3.1 Interview Guidelines for English teacher

- What are the techniques in teaching grammar for the seventh grade students?
- How do you teach past tense to the students?
- Are there any difficulties faced by the students in learning grammar?
- Are there any difficulties faced by the students in learning past tense?
- In your opinion, what are the causes of errors produced by the students?
- What are the common errors produced by the students based on your teaching experience?

Table 3.2 Interview Guidelines for Students

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| <ul style="list-style-type: none">• What are your difficulties in learning English grammar?• Have you ever been taught about past tense by your grammar teacher?• What are your difficulties in learning past tense?• What are your difficulties in retelling your past experience?• Have you ever made errors in retelling past experience?• In your opinion, what are the causes of errors you made during retelling past experience? |
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3.6 Data Analysis

Data analysis is essential in elaborating the data gathered. To analyze the data gathered in this study, this study applied four steps to fulfill the aims of the study; analyzing the generic structure of recount text, identifying the linguistic features that were found in students' monologue recount text, classifying the error using surface strategy taxonomy and discovering possible causes of errors through the analysis of teacher's and students' interviews.

The student texts were analyzed based on the generic structure of recount text proposed by Emilia (2011), as follows:

- Orientation → a part of recount text which contains information about who, when, where and why to help readers understand the story.
- Sequence of events → a set of events which is organized based on its sequence.
- Re-orientation → an optional part which contains speaker's or writer's personal comment toward the event.

After analyzing the generic structure of the text, the linguistic features that were found in students' recount texts were identified by applying Transitivity of Functional Grammar as suggested by Halliday (1994). The identification includes specific participants, circumstance of time and place, the use of first person,

temporal and additive conjunction, material processes and past tense. The grammatical errors found in the students' monologue were then classified into omission, addition, misformation and misordering based on Dulay, Burt, and Krashen's surface strategy taxonomy.

After that, the results of the analysis were triangulated by the data from the teacher and students' interviews to discover the possible causes of the students' difficulties.